Nashville State Community College
Social and Behavioral Sciences
Early Childhood Education

2018 Master Course Syllabus

ECED 2380 Language and Literacy in ECE

Course Information:

Course Title: Language and Literacy in ECE
Credits: 3 hours
Class Hours: 3 hours

Course Description: *A study of the research-based principles and practices for providing young children ages birth through eight with a strong foundation in language and literacy using a developmentally appropriate approach. Field experiences required. Prerequisite(s): ECED 2315 or department approval.*

Instructor Information:

Name:
Email:
Office Phone:
Office Location:
Office Hours:

Required Textbook(s) & Other Materials:

Textbook(s): *Helping Young Children Learn Language and Literacy: Birth through Kindergarten*, 4th Edition, Pearson, 2016. (Vukelich, Christie, Enz, and Roskos)

ISBN: 9780134166063
Reference Materials:
- [Tennessee Early Learning Developmental Standards](#)
- [Tennessee Early Learning Developmental Standards e-portal (Online Training)](#)
- [Tennessee Department of Education Curriculum Standards for English/Language Arts K-12](#)

Once enrolled, all students should verify that they have the correct textbook and materials information by consulting the D2L/NS Online shell for the course. If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3721, 615-353-3741, or accesscenter@nscc.edu.

Course Outcomes:

Upon successful completion of this course, students should be able to:

1. Identify the developmental continuum for early reading and writing. *(5b)*
2. Demonstrate effective strategies for involving families in supporting language and literacy in young children. *(2a, 2c)*
3. Use informal tools for assessing children's language development and literacy learning. *(3b, 3c)*
4. Design, implement, and evaluate learning experiences to support development in the following areas: listening and understanding, speaking and communicating, phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge. *(1b, 4b, 4c, 4d, 5b, 5c, SS3)*
5. Discuss how technology can be integrated to support the development of language and literacy in the curriculum. *(4b, SS5)*

NAEYC Initial Standards:

Standard 1: Promoting Child Development and Learning

1b. Knowing and understanding the multiple influences on early development and learning.

Standard 2: Building Family and Community Relationships

2a. Knowing about and understanding diverse family and community characteristics.

2c. Involving families and communities in young children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3b. Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection

3c. Understanding and practicing responsible assessment to promote outcomes for each child, including the use of assistive technology for children with disabilities.

Standard 4: Using Developmentally Effective Approaches

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c. Use a broad repertoire of developmentally appropriate teaching/learning approaches.

4d. Reflecting on own practice to promote positive outcomes for each child.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

Supportive Skills

3. Written and verbal communication skills.
4. Skills in identifying and using professional resources

Course Competencies:

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Topics to Be Covered:
- Components of Literacy
- Planning for Literacy
- Literacy for Infants and Preschoolers
- Literacy for Preschoolers
- Talking (oral language)
- Playing (literacy-enriched play)
- Reading (books and other texts)
- Writing (early writing experiences)
- Learning the Code (alphabet knowledge and phonological awareness)
- Family Connections

Field Experiences:
Learning about early childhood education requires you to interact and engage with young children, families, and teachers throughout the ECED coursework. Some assignments in this course may require you to observe and/or engage in activities with young children from age's birth through age 8. (See specific instructions on assignments.) You may be able to complete these experiences with children in informal settings such as family or relatives homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a child care center or family child care home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children.

Course Assessments:
The following performance assessments will be used to demonstrate students' understanding, knowledge, and skills:

1. **Implementation Plan** – assess and develop a literacy implementation plan for a classroom or a home care setting.
2. **Teacher-Made Book**: make one teacher-made book to share with the class.
3. **Exams:** complete a midterm and final exam

Two individual projects are required: Teacher-Made Book and Literacy Implementation Plan. You are required to submit both of these projects to receive a passing grade in this course. If you fail to turn in one of these, you will receive an F for the course. These are major assessments in the course that demonstrate your knowledge and skill in teaching language and literacy in early education; completion of these are mandatory for passing the course.

Grading Criteria			
Grading Criteria	**Number & Points Per Item**	**Points Possible**	**Approximate Percentage of Final Grade**
Class Participation	15 classes (2 points each)	30 points	6%
Fieldwork	10 fieldwork assignments (15 points each)	150 points	30%
Reflections	10 reflection assignments (5 points each)	50 points	10 %
Exams	1 midterm; 1 final exam (50 points each)	100 points	20 %
Teacher-Made Book	1 book	70 points	14 %
Implementation Plan	1 plan	100 points	20%
TOTAL POINTS		500 points	100%

Grading Policy:

All ECED majors in the AAS degree and Technical Certificate programs are required to receive a C or above in all ECED classes

Late Work Policy & Make-up Procedures for Missed Assignments and Work:

Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work.   No assignments will be accepted more than one week late and no assignment will be accepted beyond the last class meeting.   It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted and your final score will be 80.

Attendance Policy

Students are expected to attend all scheduled classes and laboratories. Absences in a course may affect a student's final grade. The student is responsible for all assigned work in the course regardless of excused or unexcused absences. Tardiness may also affect a student's final grade.

1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session. It is not acceptable to walk in and out of class, unless there is an emergency.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. **Absences Allowed:**
   a. **Regular Fall & Spring Semester: No more than 3 absences**.
   b. **Summer 10 week term or Practicum Courses**: **No more than 2 absences**
   c. **Twice a week classes: No more than 5 absences**
4. Any student who has more than allowed absences above will receive a grade of "FA" for the term. **An FA computes the same as an F in your grade point average.** Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
5. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
6. In-class assignments cannot be made up.
7. The instructor's grade book serves as the official record for grades and attendance.

Grading Scale:

Letter Grade	Percentage Range	Point spread
A	90% - 100%	450 - 500
B	80% - 89%	400-449
C	70% - 79%	350-399
D	60-69%	300-349
F	Below 60%	Below 300

FA
According to NSCC policy, if a student fails a course, but has not officially withdrawn from the course, and her/his last date of attendance is before the last date to withdraw (*use date appropriate to your section*), the student will receive a grade of FA (i.e., "Failure for Attendance Reasons").

FN
An FN is awarded to students who never attended class.

Technology Statement

Nashville State's classes are considered to be web-enhanced. Faculty have an expectation that students will use a computer and the Internet to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells. Computers are available for student use at each campus during campus open hours.

D2L/NS Online and myNSCC

It is students' responsibility to check D2L/NS Online course shells for all enrolled courses and myNSCC, including student email, on a regular basis. These are the official communication channels between the college and students, who are responsible for the information communicated through those channels. D2L/NS Online contains specific course information and myNSCC contains information important for other purposes.

ADA Compliance Statement

Nashville State complies with the Americans with Disabilities Act (ADA). If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615.353.3741 or 615.353.3721, or e-mail accesscenter@nscc.edu. If you are registered with the Access Center and require an alternate format for the textbook and other course materials, please contact the Access Center.

Classroom Misconduct

Nashville State Community College has a zero-tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary measures. Please review the Nashville State Student Code of Conduct policy. Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. Students are responsible for understanding and abiding by the Academic Misconduct Policy in the Nashville State Student Code of Conduct. In addition to other possible disciplinary measures that may be applied through regular college procedures as a result of academic dishonesty, the instructor has the authority to assign an "F" or a "zero" for the exercise, paper, or examination, or to assign an "F" for the course. Students may appeal through the appropriate college grade appeal procedures.

Academic Early Alert System

Nashville State Community College uses an Early Alert System to let students know of a faculty member's concern in one or more of these academic areas: lack of attendance, lack of classroom participation, late or missing assignments, and/or poor performance on assignments/tests. *Please note that Early Alerts do not affect a student's academic standing. If you receive an Early Alert email, please see your instructor and your academic advisor as soon as possible.

RAVE Emergency Alert System

Emergency events can happen at any time and Nashville State Community College wants to be able notify students if and when they occur. For this reason, all students have been enrolled in the free RAVE alert system. If you have not already done so, please log in at https://www.getrave.com/login/nscc to confirm and update your contact information and notification preferences. It is critical that your information be correct so that you will receive any emergency notifications. Your RAVE Username is your NSCC email address. If you've never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you. Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

Inclement Weather & Campus Closings

Nashville State will use the RAVE alert system to send a text message to students, staff, and faculty about adjusted hours of operation and/or closings at individual campuses. All students should check the Nashville State web site home page at www.nscc.edu for announcements on campus closures, which may vary from campus to campus. Campus closures will also be announced on local television stations. Students should use their own best judgment in determining whether to report to campus during inclement weather when classes are not cancelled.

Even when campuses are closed, students are still responsible for completing all assigned work. When classes are cancelled, faculty will post online assignments and any additional instructions in the D2L/NS Online course shell. Check D2L/NS Online for a message from your instructor regarding your online assignment requirements. Faculty have discretion over adjusting deadlines or due date for assignments, but students are responsible for completing all assigned work by the due date established by the instructor**.**

Class Cancellation Policy

If the class is cancelled, the instructor will notify all students by posting in the D2L/NS Online course, e-mailing through D2L/NS Online, and/or by posting a sign on the classroom door. In the event of class cancellation, students must access D2L/NS Online to complete classwork and the assignment that will be posted in the course D2L site.